

First Grade

Tennessee's Place in America

Course Description: *First grade students will build upon knowledge of major historical events, holidays, symbols, and individuals associated with Tennessee and the United States. Students will listen to and read folktales and non-fiction texts from across the United States to gain a better understanding of the importance of these historical concepts. They will also discuss cultures and human patterns of places and regions in Tennessee. Students will demonstrate an understanding of how individuals, families, and communities live and work together in Tennessee, the United States, and around the world. An emphasis will be placed on goods and services that originate in Tennessee. Students will demonstrate an understanding of how people interact with the environment locally and globally, which will be accomplished by building on previously learned geographic skills and concepts. This will include identifying major cities and physical features in Tennessee and the rest of the United States. Students will demonstrate an understanding of how the state and federal government functions and how government affects families.*

Culture

- 1.1 Explain with supporting details the culture of a specific place, such as a student's community and state.
- 1.2 Define multiculturalism as many different cultures living within a community, state, or nation.
- 1.3 Re-tell stories from folk tales, myths, and legends from other cultures.
- 1.4 Use collaborative conversations with diverse partners to discuss family customs and traditions.
- 1.5 Present a student's family culture through the use of drawing, writing, and/or multimedia.
- 1.6 Describe the meaning of the word Tennessee and its origin coming from a Cherokee Indian name, Tanasi.
- 1.7 Interpret legends, stories, and songs that contribute to the development of cultures in Tennessee, to include Cherokee, Chickasaw, Shawnee, Creek and Choctaw tribes.

Economics

- 1.8 Give examples of products (goods) that people buy and use.
- 1.9 Give examples of services (producers) that people provide.
- 1.10 Explain differences between goods and services and describe how people are consumers and producers of goods and services.
- 1.11 Describe goods and services that are exchanged worldwide

1.12 Examine different types of advertisements used to sell goods and services.

1.13 With prompting and support, read informational texts about major products and industries found in Tennessee, to include but not limited to coal mining, music, tourism, automobile manufacturing, and the farming of tobacco, soybeans, cotton, cattle, and walking horses.

1.14 Examine and analyze economic concepts such as basic needs vs. wants and the factors that could influence a person to use money or save money.

Geography

1.15 Recognize basic map symbols, including references to land, water, cities and roads.

1.16 Define and locate the North and South Poles and the equator.

1.17 Identify the shapes of Tennessee and the United States on maps and globes.

1.18 Use cardinal directions on maps.

1.19 Locate Washington, D.C., the capital of the United States, and Nashville, the capital of Tennessee on a United States map.

1.20 Distinguish the difference between a continent, mountain, river, lake, and ocean.

1.21 Students will describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation and recreation.

1.22 Construct a map showing the Atlantic Ocean, Pacific Ocean, Washington D.C., Memphis, Nashville, Knoxville, Chattanooga, Mississippi River, Cumberland River, Tennessee River, Great Smoky Mountains, Rocky Mountains, Center Hill Lake, Norris Lake, Reelfoot Lake, Clingmans Dome.

1.23 Students will identify the three Grand Divisions of Tennessee on a map and compare and contrast each division's major physical features.

1.24 Summarize in their own words, that a map is a representation of a space, such as the classroom, the school, the neighborhood, town, city, state, country or world.

Government and Civics

1.25 Identify the current city/county Mayor, Governor, and President, and explain their roles in government.

1.26 Explain the importance of patriotic traditions, including the recitation of the Pledge of Allegiance, appropriate behavior during the playing of our National Anthem, and demonstrate appropriate flag etiquette.

1.27 Explain that our state's and country's laws are based upon the Constitution.

1.28 Give examples of a rule and a law through the use of drawings, discussions, or writings.

1.29 Describe the fundamental principles of American democracy, including respect for the rights, opinions and property of others, fair treatment for all, and respect for the rules by which they live.

1.30 Summarize that voting is a way of making choices and decisions.

1.31 Recognize that communities in Tennessee have a local government and compare/contrast this to our state and national government.

1.32 With guidance and support from adults, use a variety of digital tools to produce and publish an informational text on the importance of the voting process using facts and provide a concluding statement.

1.33 Sort rules and responsibilities that citizens follow that are specific to their state compared to national rules and responsibilities, to include but not limited to wearing a seat belt, wearing a bicycle helmet, texting while driving, child restraints, voting, obtaining a driver's license at a particular age, and wearing a motorcycle helmet.

1.34 Create a visual representation, such as a graphic organizer, of Tennessee symbols, to include but not limited to, the state tree (Tulip Poplar), flower (Iris), motto (Agriculture and Commerce), nickname (Volunteer State), flag, and one song (Tennessee Waltz, Rocky Top, etc.). Write an opinion piece explaining why you think these are/are not good choices, including supporting detail.

History

1.35 Place events in students' own lives in chronological order.

1.36 Produce complete sentences to describe people, places, things and events with relevant details that relate to time, such as now, in the past and in the future.

1.37 Interpret information presented in picture timelines to show the sequence of events and distinguish between past, present, and future.

1.38 Compare ways individuals and groups in the local community and state lived in the past to how they live today to include forms of communication, types of clothing, types of technology, modes of transportation, types of recreation & entertainment.

1.39 Use informational text to help describe the importance of celebrating these national holidays:

- Martin Luther King, Jr. Day
- Presidents' Day
- Memorial Day

- Independence Day
- Columbus Day
- Veterans' Day
- Thanksgiving Day

1.40 Differentiate between fact and fiction when sharing stories or retelling events using primary and secondary sources.

1.41 Students will identify holidays, historic events, symbols, and famous people from Tennessee. Students will be introduced to the lives of Tennessee leaders and their contributions.

1.42 Recognize historical events that helped shape our Nation and explain the role Tennessee played in these events: the American Revolution (Battle of Kings Mountain), the Civil War (last state to leave the nation and the first southern state to return), War of 1812 (Role of Andrew Jackson), World War I (Alvin C. York), and the ratification of the Nineteenth Amendment (Tennessee cast the deciding vote), World War II (Camp Campbell and Oak Ridge) and the Civil Rights Movement (Nashville sit-ins).

1.43 Through the use of drawings, discussions, or writings, express reasons the contributions made from a Tennessee leader were important in the development of the state. Include specific evidence, drawings, and other visual aids to support the text. To include, but not limited to:

- Nancy Ward
- John Sevier
- Sequoya
- Sam Houston
- Andrew Jackson
- James K. Polk
- Sam Davis
- Andrew Johnson
- Casey Jones
- Alvin C. York
- Austin Peay
- Anne Dudley
- Cordell Hull

- Cornelia Fort
- Elvis Presley

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